

# INDIVIDUALS, SCHOOLS, & SOCIETY

## Course Title

Individuals, Schools, & Society - CAPP - UW Oshkosh

Little Chute  
Department: FCE

Grades 11-12, .5 Credits

## Course Overview/Description

Interested in teaching as a profession? This is an introductory, 3 credit college-level education course through UW Oshkosh. This course provides you with an introduction to teaching as a profession in the US public education system. Students will learn what future educators need to know, understand and practice in order to one day become accomplished teachers. This will be accomplished through a study of social, political, and economic forces in U.S. Society that have a direct bearing on schools and education. A portion of this course includes working directly with students in elementary and intermediate schools within the district and provides the student with hands-on teaching experiences. Students taking this course must have taken Intro to Education and Human Services and Education and Human Services II and have a 2.75 GPA.

## Scope and Sequence

Timeframe	Unit	Instructional Topics	Formative Assessment Strategies
Week 1	Teaching: Your Chosen Profession	<ol style="list-style-type: none"><li>1. Why do you want to teach?</li><li>2. What are the benefits and challenges of teaching?</li><li>3. What is teaching really like?</li><li>4. What does society expect of teachers?</li><li>5. What is the job outlook for teachers?</li><li>6. How will I become a highly qualified teacher?</li></ol>	<ol style="list-style-type: none"><li>1. Student work analysis</li><li>2. Round robin chart</li><li>3. Strategic questioning</li><li>4. Think pair share</li><li>5. 3 way summary</li></ol>
Week 1	Today's Teachers	<ol style="list-style-type: none"><li>1. Who are today's teachers?</li><li>2. What do teachers do in the classroom?</li><li>3. What knowledge and skills do today's teachers need?</li><li>4. What nontraditional school settings are there?</li><li>5. What are specialized teaching areas?</li><li>6. To what professional organization do teachers belong?</li><li>7. What are learning communities?</li><li>8. What is teacher collaboration?</li></ol>	<ol style="list-style-type: none"><li>1. Student work analysis</li><li>2. Round robin chart</li><li>3. Strategic questioning</li><li>4. Think pair share</li><li>5. 3 way summary</li></ol>
Week 2	First Day's of School	<ol style="list-style-type: none"><li>1. Why are the first days critical?</li><li>2. What are the 4 stages of teaching?</li><li>3. What are the 3 characteristics of an effective teacher?</li><li>4. How do a teacher's expectations impact students?</li></ol>	<ol style="list-style-type: none"><li>1. Student work analysis</li><li>2. Round robin chart</li><li>3. Strategic questioning</li><li>4. Think pair share</li><li>5. 3 way summary</li></ol>

# INDIVIDUALS, SCHOOLS, & SOCIETY

		<ol style="list-style-type: none"> <li>5. What does the effective teacher do differently?</li> <li>6. How can I increase positive behavior?</li> <li>7. What does dressing for success look like?</li> <li>8. What determines the culture of a classroom?</li> </ol>	
Week 3	Today's Schools	<ol style="list-style-type: none"> <li>1. How does today's culture and diversity change how you teach?</li> <li>2. What are the characteristics of a successful school?</li> <li>3. What social problems affect schools and place students at risk?</li> <li>4. How are schools addressing these societal problems?</li> <li>5. How do community-based partnerships help students learn?</li> </ol>	<ol style="list-style-type: none"> <li>1. Student work analysis</li> <li>2. Round robin chart</li> <li>3. Strategic questioning</li> <li>4. Think pair share</li> <li>5. 3 way summary</li> </ol>
Week 4	Foundations of Teaching/ Authentic Instruction	<ol style="list-style-type: none"> <li>1. Why is philosophy important to education?</li> <li>2. What determines your educational philosophy?</li> <li>3. What is your educational philosophy?</li> <li>4. What is the historical aspect of education?</li> <li>5. What is a community of learners?</li> </ol>	<ol style="list-style-type: none"> <li>1. Student work analysis</li> <li>2. Round robin chart</li> <li>3. Strategic questioning</li> <li>4. Think pair share</li> <li>5. 3 way summary</li> </ol>
Week 5	Ethics and Legal Issues in U.S. Education	<ol style="list-style-type: none"> <li>1. What are ethical dilemmas in the classroom and school?</li> <li>2. What are your legal rights as a teacher?</li> <li>3. What are your legal responsibilities as a teacher?</li> <li>4. What are the legal rights of students and parents?</li> </ol>	<ol style="list-style-type: none"> <li>1. Student work analysis</li> <li>2. Round robin chart</li> <li>3. Strategic questioning</li> <li>4. Think pair share</li> <li>5. 3 way summary</li> </ol>
Week 6	Today's Students	<ol style="list-style-type: none"> <li>1. How is diversity reflected in the culture of the United States?</li> <li>2. What does equal education opportunity mean?</li> <li>3. What is meant by bilingual education?</li> <li>4. How is gender a dimension of multicultural education</li> </ol>	<ol style="list-style-type: none"> <li>1. Student work analysis</li> <li>2. Round robin chart</li> <li>3. Strategic questioning</li> <li>4. Think pair share</li> <li>5. 3 way summary</li> </ol>
Week 7	Addressing Learner's Individual Needs	<ol style="list-style-type: none"> <li>1. How do students/ needs change as they develop?</li> <li>2. How do students vary in intelligence and learning styles?</li> <li>3. How do students vary in ability and disability?</li> <li>4. What are special education and inclusion?</li> </ol>	<ol style="list-style-type: none"> <li>1. Student work analysis</li> <li>2. Round robin chart</li> <li>3. Strategic questioning</li> <li>4. Think pair share</li> <li>5. 3 way summary</li> </ol>

# INDIVIDUALS, SCHOOLS, & SOCIETY

		5. How can you teach all learners in your inclusive classroom?	
Week 8	Curriculum Standards, Assessment, and Student Learning	<ol style="list-style-type: none"> <li>1. What role will standards play in your classroom?</li> <li>2. What is standards-based education?</li> <li>3. What controversies surround the effort to raise standards?</li> <li>4. What methods can you use to assess student learning?</li> <li>5. How can you develop high-quality classroom assessments?</li> </ol>	<ol style="list-style-type: none"> <li>1. Student work analysis</li> <li>2. Round robin chart</li> <li>3. Strategic questioning</li> <li>4. Think pair share</li> <li>5. 3 way summary</li> </ol>
Week 8	Integrating Technology into Teaching	<ol style="list-style-type: none"> <li>1. How is technology transforming teaching and learning?</li> <li>2. What digital technologies can be integrated into teaching?</li> <li>3. How available and frequently used are the latest technologies in the classroom?</li> <li>4. What are the challenges of integrating technology into teaching?</li> </ol>	<ol style="list-style-type: none"> <li>1. Student work analysis</li> <li>2. Round robin chart</li> <li>3. Strategic questioning</li> <li>4. Think pair share</li> <li>5. 3 way summary</li> </ol>
Week 9	Becoming a Teacher	<ol style="list-style-type: none"> <li>1. How can you develop your teaching portfolio?</li> <li>2. What can you expect as a beginning teacher?</li> <li>3. How will your performance as a teacher be evaluated?</li> <li>4. What should you expect the first year?</li> </ol>	<ol style="list-style-type: none"> <li>1. Student work analysis</li> <li>2. Round robin chart</li> <li>3. Strategic questioning</li> <li>4. Think pair share</li> <li>5. 3 way summary</li> </ol>

## Course Essential Standards

Essential Standards & Learning Targets	Progress
<b>Education</b>	
I can analyze teacher education programs and certification patterns and requirements.	3 2 1
I can analyze, on an overall basis, the responsibilities of teachers in the classroom, around the school, and in the community.	3 2 1
I can explore systematically with some of the newer instructional techniques and procedures.	3 2 1
I can develop an organized study of the teaching profession: its status, professional organizations, professional publication, and code of ethics.	3 2 1
I can demonstrate knowledge of the meaning benefits and costs of multicultural education as an element of pedagogy.	3 2 1

# INDIVIDUALS, SCHOOLS, & SOCIETY

I can identify historical, philosophical and sociological influences on current education trends and laws.	3	2	1	
I can compare and contrast the development of some of the modern concepts of education, and some of the current critics of education.	3	2	1	
I can compare and contrast international education systems with the American education system.	3	2	1	
I can develop a teaching style that is consistent with the learner's values.	3	2	1	
I can demonstrate knowledge or basic needs, characteristics, and behavior patterns in the teaching and learning process.	3	2	1	
<b>The Workplace</b>				
Identify and demonstrate positive work behaviors needed to be employable.	I can demonstrate proper time management strategies to ensure efficiency within my group or individual work time.	3	2	1
	I can communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.	3	2	1
	I can be accountable for my own academic success (attendance, preparation for class, completing assignments, using class time wisely).	3	2	1
<b>Cross Curricular</b>				
I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3	2	1	
I can gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.	3	2	1	
I can present, information findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience (Death by PowerPoint Criteria).	3	2	1	
I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations (Presentation Skills).	3	2	1	
<b>Assessment Feedback</b>				